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(Email electronic copy to jbharvie@alaska.edu)

REQUEST FOR CORE WRITING INTENSIVE DESIGNATOR

SUBMITTED BY:

Department	Anthropology (ANTH)	College/School	CLA
Prepared by	Jamie L. Clark	Phone	474-5911
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See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

1. COURSE IDENTIFICATION:

Dept Course # No. of Credits

COURSE TITLE

Existing Course New Course Pending Approval*

*Must be approved by appropriate Curriculum Council.)

2. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits. If there extensive changes to an existing course, include the CHANGED CATALOG DESCRIPTION as well. (Doing so will facilitate correct Banner entries.)

(Proposed description)

ANTH 314 W The Archaeology of the Cavemen (s)
3 Credits Offered Spring Odd Numbered Years

Explores the archaeology of the "classic" cavemen- the Neanderthals- and their contemporaries in Africa. Begins with an exploration of how cavemen have been portrayed in popular culture/the arts, but focuses primarily on what the archaeological record can tell us about the behavior and culture of these important human ancestors. Prerequisites: ENGL F111x; ENGL F211X or F213X. (3+0)

JUSTIFICATION FOR ACTION REQUESTED

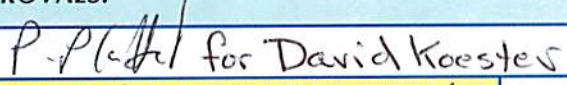
The purpose of the department and campus-wide curriculum committees is to scrutinize course designator applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

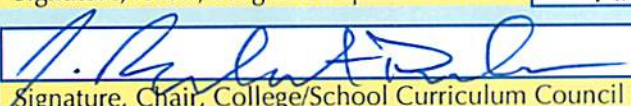
The Anthropology Department currently only offers one other "W" course in archaeology (ANTH 415: Archaeological Method and Theory). This class would increase the diversity of both 300-level and "W" course offerings. It would allow anthropology students (B.A. or B.S. majors) more opportunity to fulfill a "W" course within the department, while also potentially attracting students from outside the discipline. The course covers a topic of broad general interest and the subject matter provides an excellent backdrop for the promotion/development of critical thinking/writing skills. The course is appropriate for "W" designation because the students will be required to produce writing on a near-weekly basis, and a majority of the grade in the course (85%) comes from a combination of shorter writing assignments (~2 pages) and three longer papers (~5-7 pages). The longer papers must go through the revision process, and students will be required to have one-on-one meetings with the instructor regarding draft versions of two of the three required papers.


The **attached syllabus** must clearly reflect the following basic elements for a class to be **WRITING INTENSIVE**.
Please note them directly on the syllabus, using the corresponding letter.

- A A majority of the final grade is derived from writing activities
- B A research paper/project
- C Personal conference with the student
- D Drafts/revisions/Feedback

APPROVALS:

	Date	01/08/2014
Signature, Chair, Program/Department of:	Anthropology	

	Date	01/21/14
Signature, Chair, College/School Curriculum Council for:	CLA	

	Date	2/7/14
Signature, Dean, College/School of:	CLA	

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

 	Date	
Signature, Chair, Senate Core Review Committee		

ANTH 314 (W): The Archaeology of the Cavemen (s)
Spring 2015, Tues/Thurs 9:45-11:15, Meeting Place TBD (3 credits)

Professor: Jamie L. Clark
Email: jlclark7@alaska.edu
Office: Bunnell 312
Office Hours: tbd
Office Phone: 474-5911

TA: tbd
Email: tbd
Office: tbd
Office Hours: tbd

Course Description:

From the Catalog: Explores the archaeology of the “classic” cavemen- the Neanderthals- and their contemporaries in Africa. Begins with an exploration of how cavemen have been portrayed in popular culture/the arts, but focuses primarily on what the archaeological record can tell us about the behavior and culture of these important human ancestors. Prerequisites: ENGL F111x; ENGL F211X or F213X. (3+0)

Who were the Neanderthals, and what role did they play in the biological and cultural evolution of our species? This course focuses on the archaeology of the classic cavemen—the Neanderthals—and their contemporaries in Africa. Traditionally, Neanderthals were perceived as being a primitive, unintelligent species that carried clubs, spoke in grunts, and, in some cases, they were portrayed as living alongside dinosaurs. However, thanks to the advertising campaign by Geico and some highly publicized recent research, Neanderthals have a new role in popular culture—one in which they’re depicted as being “just like us.” Do either of these provide an accurate picture? And, given that the Neanderthals disappeared tens of thousands of years ago, how can we really know what they were like? The course begins with an exploration of the ways in which cavemen have been portrayed in popular culture and the arts, followed by a consideration of the types of evidence archaeologists use in reconstructing the lives of the cavemen. The bulk of the course focuses on the archaeological evidence from Eurasia and Africa, reviewing what the archaeological record can tell us about the behavior, diet, technology, and culture of these important human ancestors. The final section of the course focuses on what happened when modern humans and Neanderthals met in Europe after 40,000 years ago; we will debate the role of culture in the expansion of modern humans and the causes of the extinction of the Neanderthals. This course fulfills a “W” requirement and can serve as an anthropology elective for the BA in Anthropology.

Instructional Methods: One course meeting per week will be dedicated to lecture, while the second course meeting will comprise discussion, writing activities, hands-on work with archaeological material and/or watching and critiquing documentaries on Neanderthals/modern human evolution.

Prerequisites: There are two prerequisites for the course: 1) ENGL F111X; 2) ENGL F211X or ENGL F213x. Previous coursework in archaeology/anthropology is helpful but not required.

Course Goals: Students will come away from the course with a detailed knowledge of the biology and culture of the Neanderthals and their contemporaries in Africa, particularly as relates

to the evolution of our species. They will also have a deeper understanding of how to evaluate and build archaeological arguments.

Learning Outcomes: By the end of the semester, students will:

1. Demonstrate an ability to critically evaluate both scholarly arguments and public-science documentaries regarding the Neanderthals and the later evolution of our species.
 2. Independently build a knowledge base on the geography, environment, and archaeology of the Neanderthals (or their contemporaries) for a region of their choice.
 3. Demonstrate an ability to effectively build and support archaeological arguments.
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Readings: Readings primarily come in the form of book chapters and scholarly articles and will generally consist of ~3 readings a week. These readings will be posted as PDFs on Blackboard. Readings provide basic context for lectures and will provide the background necessary for you to complete the weekly writing assignments and will help frame your papers (see below).

Course Assignments/Grading:

(WRITING INTENSIVE REQUIREMENT A: MAJORITY OF FINAL GRADE (85%) IS FROM WRITING ASSIGNMENTS)

Participation	15%
Weekly Writing Assignments	40%
Papers (see below for more detail)	3 papers, 15% each

Participation: This portion of the grade will be based on your contribution to class discussions, the completion of various in-class activities during the course of the semester, and the completion of at least one peer-evaluation assignment.

Weekly Writing Assignments (WWAs): Students will be assigned weekly writing assignments (generally ~2 pages in length). The nature of the assignment will vary week by week, but most often, these will be “thinking papers” that involve developing/expressing an opinion on a scholarly debate related to the week’s topic and should be based on the assigned readings. Note: there will be no WWAs due during the weeks that the drafts/final copies of papers are due. Students will receive feedback on each WWA the week after it is submitted; this feedback should be incorporated into future WWAs.

Papers:

(WRITING INTENSIVE REQUIREMENT B: A RESEARCH PAPER/PROJECT, C: PERSONAL CONFERENCES, and D: DRAFTS/REVISION/FEEDBACK)

During the course of the semester, students will write three papers. For each paper, students will have to submit a full draft (complete with citations, etc.). While these drafts do not ultimately count towards the final grade, they are *required* and failure to submit a draft will result in a zero for the assignment. For papers #1 and 2, all students are required to meet with Dr. Clark in order to discuss ways to improve their drafts (this meeting is optional for paper #3).

Paper #1: Building archaeological arguments: Students will be given a writing prompt in which they are asked to take a position on a major topic of debate. Students must use course

material and at least 2 outside sources in building their argument. These papers must be between ~5-6 pages in length (double spaced, size 12 font).

Papers #2 and #3: These two papers build upon each other, culminating in a writing project that will be due at the end of the term—a work of “prehistoric” fiction. In developing your work, you will be responsible for turning in a research paper (Paper #2), in which you will develop the background/setting for your work of fiction. Essentially, you must choose a specific region/time period in which to set your creative work—this can be any region/time period covered in the class, meaning Europe/Near East/Africa between ~250,000-30,000 years ago. Your work can involve Neanderthals, early modern humans, or both. Your setting must incorporate at least one real archaeological site and you must delve into the literature to explore what archaeologists know about the geography, environment, and archaeological/fossil records for your chosen region/time period. More details on Paper #2 will be discussed in Week 2, but the paper must be ~5-7 pages in length (double spaced, size 12 font).

Paper #3 is the work of prehistoric fiction—you can write a short story, epic poem, children’s book, graphic novel, etc., but it must be the equivalent of 5-7 pages, and you MUST utilize the information gathered in the course of writing Paper #2. Alongside your work of fiction, you must turn in a ~2 page reflective piece in which you reflect on the process of developing your work. How did you choose your region/time period? How did you go about incorporating actual data into your work of fiction? Was this harder or easier than you expected? Again, more details will be discussed in Week 2.

Student Support Services/Disability Services:

I am here to help, so please feel free to drop in if there are any problems. There are a number of different offices on campus designed to provide student support, including the Writing Center (801 Gruening Bldg., 474-5314) and the Office of Student Support Services (512 Gruening Bldg, 474-6844). UAF has an Office of Disability Services that implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials. I will work with the office to provide academic accommodations to enrolled students who are eligible for these services. If you believe you are eligible, please contact the office as early in the semester as possible (208 WHIT, 474-5655).

Evaluation/Course policies:

-Grades will be based the following scale: 100-98, A+; 97-93 A; 92-90, A-; 89-87, B+, 86-83, B, 82-80, B-, etc.

-A grade of C- or better is required in order for a) the class to count towards the major and b) for the class to count as a “W” class. (See http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf for more info.)

-Plagiarism will result in an automatic zero for the offending assignment. We will discuss how to properly cite material during the course, but if you have any questions, please do not hesitate to ask.

-Students are expected to read and abide by the Student Code of Conduct (found in the UAF Catalog and at http://www.uaf.edu/catalog/catalog_13-14/academics/regs3.html).

-Attendance is critical to your success in this course; if you are not present in class, you cannot participate, and therefore absences will most directly impact that portion of your grade. In order for an absence to be excused, you must contact me PRIOR to any missed class; legitimate reasons for an excused absence are limited to religious observances, participation in officially

sanctioned university extracurricular activities, medical emergencies, or a death in the family. In-class assignments missed as a result of an unexcused absence may not be made up.

-Please be considerate of your fellow students (and instructor!); cell phones should be silenced before entering class, and if you must enter late (or leave early), please do so as unobtrusively as possible.

-For each day an assignment is turned in late, 10% will be deducted from the final grade. As such, assignments submitted more than 10 days late will not be accepted.

Course Schedule (Subject to Change; Assigned reading list is tentative and the list will be revised prior to offering course):

Week 1: Introduction/ Who were the Cavemen? Representations of Cavemen in Popular Culture

Tues: Clips from *Clan of the Cave Bear/Quest for Fire*, discussion

Week 2: More on Popular Perceptions of Cavemen: Representations of Prehistoric life in Art/Scholarly Critiques (WWA #1 due)

Tues: Lecture

Thurs: Discussion/how to read academic articles, do online research and avoid plagiarism

Readings:

1. Miriam Noel Haidle. 2006. Intergalactic Meetings on Earth: Neanderthals and *Homo sapiens sapiens* in Popular Representations. In: *When Neanderthals and Modern Humans Met*. Edited by N.J. Conard, pp. 33-42

2. Jean M. Auel. 1980. *Clan of the Cave Bear*. Bantam Books. Chapters 1-6.

3. Diane Gifford-Gonzalez. 2004. The Real Flintstones: Artists' Depictions of Human Ancestors. In: *Anthropology Explored: The Best of Smithsonian AnthroNotes*. 2nd ed. Edited by Ruth O. Selig, Marilyn R. London, and P. Ann Kaupp. pp. 92-100.

Week 3: Reconstructing the Lives of the Cavemen—Introduction to Paleolithic Archaeology and the Analysis of Stones and Bones (WWA #2 due)

Tues: Lecture

Thurs: Discussion/Archaeology at Pech activity/How to critique academic articles

Readings:

1. Colin Renfrew and Paul Bahn. 2008. *Archaeology: Theories, Methods, and Practice*. 5th ed. Chapter 3, "Where? Survey and Excavation of Sites and Features" and Chapter 4, "When?"

Dating Methods and Chronology,” (two separate documents, read scanned pages- have skipped some because of lesser relevance for this course)

Other readings TBD

Week 4: Reconstructing the Lives of the Cavemen- The Analysis of Stones and Bones (WWA #3 due)

Tues: Lecture

Thurs: Discussion/Hands on activities with lithics/bone/hominid skull casts

Readings:

1. Renfrew and Bahn. 2008. Chapter 8, “How Did They Make and Use Tools?” pp. 317-333 (through “Assessing the Technology of Stone Age Art”)

2. Renfrew and Bahn. 2008. Chapter 6, “What was the Environment Like?” and Chapter 7, “What did they Eat?” (skip section on animal domestication) (again, two separate documents, read the scanned pages)

Week 5: Reconstructing the Lives of the Cavemen—Modern Hunter-Gatherers and Experimental Archaeology (WWA #4 due)

Tues: Lecture

Thurs: Discussion/in-class peer-evaluation activity with WWA #4

Readings:

1. John W. Fisher, Jr. 2004. Ethnoarchaeology Among the Efe: African Hunter-Gatherers. In *Anthropology Explored: The Best of Smithsonian AnthroNotes*. 2nd ed. Edited by Ruth O. Selig, Marilyn R. London, and P. Ann Kaupp. pp. 194-205

2. Binford, Lewis R. Smudge Pits and Hide Smoking: The Use of Analogy in Archaeological Reasoning. *American Antiquity* 32(1)1-12.

3. Peter Jones. 1980. Experimental butchery with modern stone tools and its relevance for Paleolithic archaeology. *World Archaeology* 12(2):153-165.

Week 6: Neanderthals: the Classic Cavemen: Introduction/Biology/Geographic and Environmental Context (Draft of Paper #1 Due)

Tues: Lecture

Thurs: Public science documentaries: watch NOVA: Neanderthals Decoded, discuss

Readings:

1. Ian Tattersall. 1999. *The Last Neanderthal*. Chapter 1 “Who were the Neanderthals?”, pp. 10-17 and Chapter 6 “The Neanderthals’ World,” pp. 120-129.
2. Kate Wong. 2003. Who Were the Neandertals? *Scientific American* Special Edition 13(2) pp. 28-37
3. Richard Klein. 2009. *The Human Career: Human Biological and Cultural Origins*. 3rd ed. Chapter 6 “The Neanderthals and their Contemporaries,” (“Overview of Neanderthal Morphology” and “The Meaning of Neanderthal Morphology”)

**Week 7: Neanderthals: the Classic Cavemen—Technology and Diet (WWA #5 due)
*Students must meet with Dr. Clark this week (between Tues-Fri) to discuss draft**

Tues: Lecture

Thursday: Discussion, Hands-on lab activities, Talking about paper #1 drafts

Readings:

1. Tattersall 1999. Chapter 8 “Neanderthal Lifestyles” pp. 148-165
2. Klein, Richard. 2009. *The Human Career*. Chapter 6, The Neanderthals and Their Contemporaries, pp 481-512.
3. Bocherens, Herve. 2009. Neanderthal Dietary Habits: Review of the Isotopic Evidence. In: *The Evolution of Hominin Diets*, eds. J.J. Hublin and M.P. Richards. Springer, pp 241-250.
4. Hockett, Bryan. 2012. The consequences of Middle Paleolithic diets on pregnant Neanderthal women. *Quaternary International*, 264, 78-82.

Week 8: Neanderthals: the Classic Cavemen—Language and Culture (Final Draft of Paper #1 due)

Tues: Lecture

Thurs: Discussion, watch BBC Horizon: Neanderthal

Readings:

1. Tattersall 1999. Chapter 8, pp.165-173 (“Symbolism” through end of chapter)
2. John Speth. 2004. News flash: negative evidence convicts Neanderthals of gross mental incompetence. *World Archaeology* 36: 519-526.
3. Michelle Langley, Christopher Clarkson, Sean Ulm. 2008. Behavioural Complexity in Eurasian Neanderthal Populations: a Chronological Examination of the Archaeological Evidence. *Cambridge Archaeological Journal* 18(3):289-307

4. Clive Gamble. 2011. The Social and Material Life of Neanderthals. In: Neanderthal Lifeways, Subsistence and Technology: One Hundred and Fifty Years of Neanderthal Study. Eds., N.J. Conard and J. Richter. Springer, pp 157-166.

**Week 9: Meanwhile, in Africa... Introduction to the Middle Stone Age/
Biology/Geographic and Environmental Context (WWA #6 due)**

Tues: Lecture

Thurs: Discussion, Watch “Becoming Human: Last Human Standing”

Readings:

1. Peter Mitchell. 2002. *The Archaeology of Southern Africa*. Chapter 4, “Modern Humans, Modern Behavior” Cambridge University Press. pp 71-106.

2. Curtis Marean and Zelalem Assefa. 2005. “The Middle and Upper Pleistocene African Record for the Biological and Behavioral Origins of Modern Humans.” In *African Archaeology: A Critical Introduction* Edited by: Ann B. Stahl. Blackwell Publishing. pp. 93-129.

Week 10: NO CLASS- SPRING BREAK

Week 11: Meanwhile, in Africa... Middle Stone Age Technology/Diet (First Draft of Paper #2 Due on Thurs)

Tues: Lecture

Thurs: Discussion, Lab activity

Readings:

1. Chris Henshilwood. 2012. Late Pleistocene Techno-traditions in Southern Africa: A Review of the Still Bay and the Howiesons Poort, c. 75-59 ka. *Journal of World Prehistory*. 25:205-237.

2. Paola Villa, Anne Delagnes, Lyn Wadley. 2005. A late Middle Stone Age artifact assemblage from Sibudu (KwaZulu-Natal): comparisons with the European Middle Paleolithic. *Journal of Archaeological Science*. 32: 399-422. (SKIM ONLY)

3. Jamie Clark and Andrew Kandel. 2013. The Evolutionary Implications of Variation in Human Hunting Strategies and Diet Breadth during the Middle Stone Age of Southern Africa. *Current Anthropology*. 54:S8.

Week 12: The Middle Stone Age—Language and Culture: The Origins of “Modern” Human Behavior (WWA #7 Due)

***Students must meet with Dr. Clark this week (btwn Tues-Fri) to discuss draft**

Tues: Lecture

Thurs: Discussion, watch The Human Spark: Becoming Us, Discussion of Paper #2 drafts

Readings:

1. Kate Wong. 2006. Morning of the Modern Mind. *Scientific American*. 74-83.
2. Sally McBrearty and Alison Brooks. 2000. The revolution that wasn't: a new interpretation of the origin of modern human behavior. *Journal of Human Evolution* 39:453-563 (**NOTE: you can skim the section on the fossil record**)
5. Nicholas J. Conard. 2008. A critical view of the evidence for a southern African origins of behavioural modernity. *South African Archaeological Society Goodwin Series* 10:175-179.

Week 13: What Happens When Two Cultures Collide? The Near East as a Cultural/Biological Crossroad (Final Draft of Paper #2 Due)

Tues: Lecture

Thurs: Discussion

Readings:

1. John Shea. 2003. Neandertals, Competition, and the Origin of Modern Human Behavior in the Levant. *Evolutionary Anthropology* 12:173-187.
2. John Shea. 2008. Transitions or turnovers? Climatically-forced extinctions of *Homo sapiens* and Neanderthals in the east Mediterranean Levant. *Quaternary Science Reviews* 27:2253- 2270.

Week 14: What Happens When Two Cultures Collide? The Upper Paleolithic Revolution (WWA #8 due)

Tues: Lecture

Thurs: Discussion, Watch BBC One: Battle for Earth: Neanderthals

Readings:

1. Francesco d'Errico, Joao Zilhao, Michele Julien, Dominique Baffier, and Jacque Pelegrin. 1998. Neanderthal Acculturation in Western Europe? A Critical Review of the Evidence and Its Interpretation. *Current Anthropology* 39(S1): S1-S44.
2. Francesco d'Errico, M. Julien, D. Liolios, M. Vanhaeren and D. Baffier. 2003. Many awls in our argument: Bone tool manufacture and use in the Chatelperronian and Aurignacian levels of the Grotte du Renne at Arcy-sur-Cure. In *The Chronology of the Aurignacian and of the Transitional Technocomplexes: Dating, Stratigraphy and Cultural Implications*. J. Zilhao and F. d'Errico, eds. Pp. 247-270. *Trabalhos de Arqueologia*, Vol. 33. Lisbon: Instituto Portugues de Arqueologia.

Week 15: What Happens When Two Cultures Collide? The Last Days of the Neanderthals (WWA #9 due)

Tues: Lecture

Thurs: Discussion, tbd

Readings:

1. Kate Wong. 2009. Twilight of the Neandertals. *Scientific American* 301(2): 32-37.

2. James O'Connell. 2006. How Did Modern Humans Displace Neanderthals? Insights from Hunter-Gatherer Ethnography and Archaeology. In: *When Neanderthals and Modern Humans Met*, ed. N.J. Conard, Kerns Verlag, pp. 43-64.

3. Clive Finlayson. 2004. "The Survival of the Weakest" (Ch 8), In: *Neanderthals and Modern Humans: An Ecological and Evolutionary Perspective*. Cambridge University Press.

Week 16: And Then There Was One: Upper Paleolithic Lifeways/The Last Cavemen (Draft of Paper #3 DUE ON TUESDAY; WILL BE RETURNED ON THURSDAY)

Tues: Lecture

Thurs: Discussion, Talk about prehistoric fiction projects, wrap up

Readings:

1. Brian Fagan. 2007. *People of the Earth: an Introduction to World Prehistory*. 12th edition. Chapter 4 "Europe and Eurasia, c. 40,000 to 8000 BC," pp. 112-141.

2. Richard Klein. 2009. Sections from Chapter 7 (Anatomically Modern Humans).

3. Olga Soffer, J. Adovasio, and D.C. Hyland. 2000. The "Venus" Figurines: Textiles, Basketry, Gender and Status in the Upper Paleolithic. *Current Anthropology* 41(4): 511-525.

Final Draft of Paper #3 will be due at the scheduled final exam time, (TBD)